

### OVERVIEW

**MONMOUTH**

**OCEAN TWP**

**GRADE SPAN PK-04**

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	57	48	50%
College and Career Readiness	74	72	100%
Student Growth	56	60	100%

### Improvement Status

N/A

### Rationale

N/A

**Very High Performance** is defined as being **equal to or above the 80th percentile**.

**High Performance** is defined as being **between the 60th and 79.9th percentiles**.

**Average Performance** is defined as being **between the 40th and 59.9th percentiles**.

**Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.

**Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

### Academic Achievement

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **57%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **50%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

### College and Career Readiness

This school outperforms **72%** of schools statewide as noted by its statewide percentile and **74%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

### Student Growth

This school outperforms **60%** of schools statewide as noted by its statewide percentile and **56%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

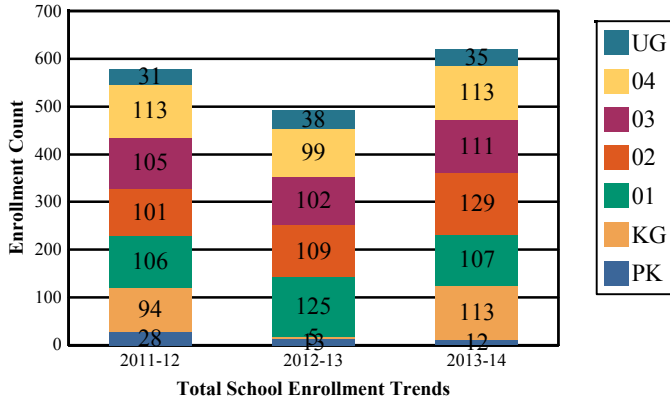
### DEMOGRAPHIC INFORMATION

**MONMOUTH**  
**OCEAN TWP**

**GRADE SPAN PK-04**

#### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



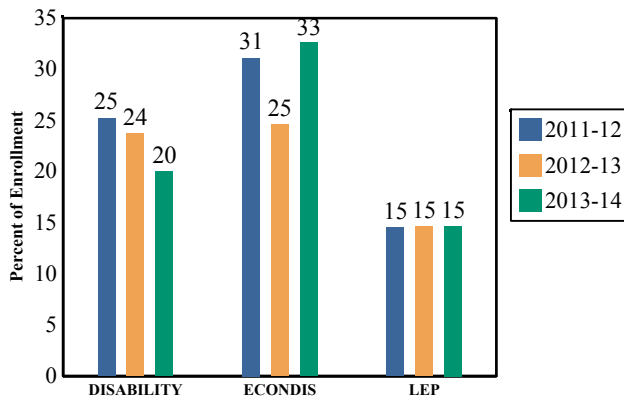
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

#### Total School Enrollment

Year	Enrollment
2011-12	578
2012-13	581
2013-14	620

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	124	20%
Economically Disadvantaged Students	202	32.6%
Limited English Proficient Students	91	14.7%

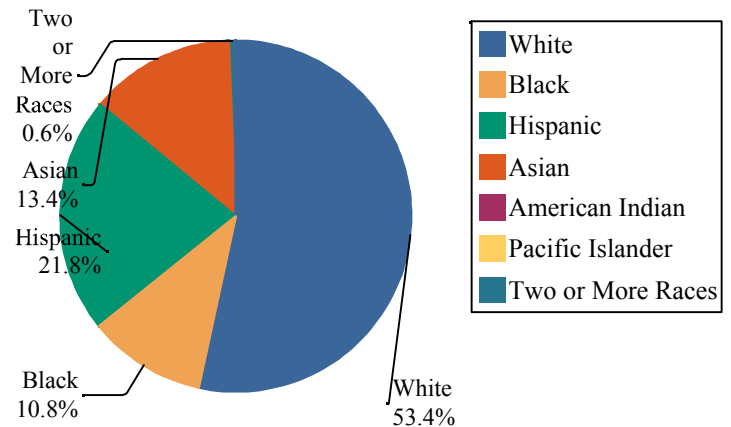
#### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	65.6%
Spanish	15.6%
Creoles and pidgins, French	3.0%
Arabic	2.5%
Urdu	2.4%
Vietnamese	1.6%
Other	9.4%

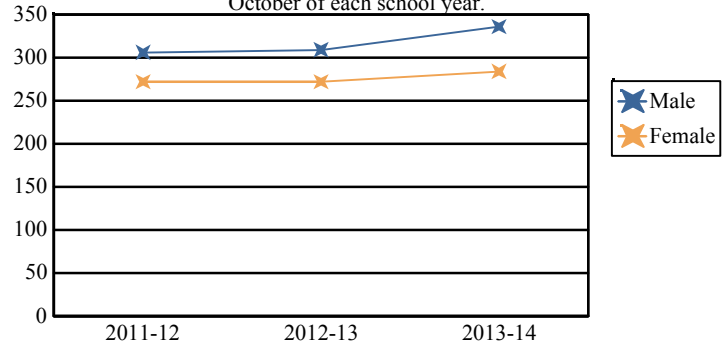
#### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



#### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	306	272
2012-13	309	272
2013-14	336	284

### ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	71%	68	53	67%
NJASK Math Proficiency and above	80%	46	42	33%
<b>SUMMARY - Academic Achievement</b>		57	48	50%

### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

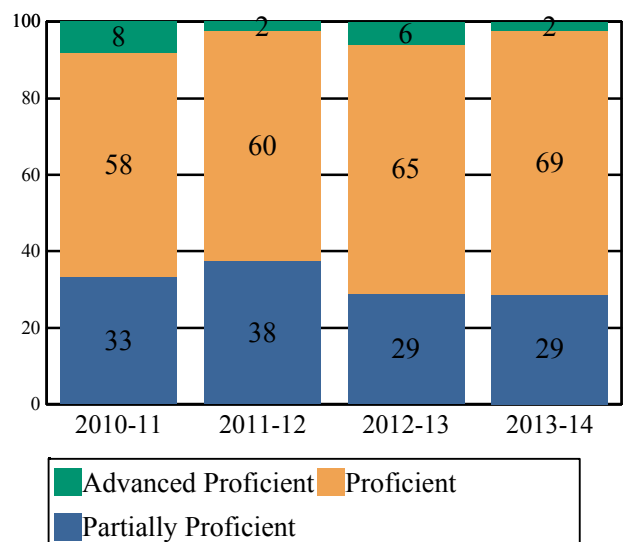
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	213	71.3	75	YES*
White	125	84.8	81.9	YES
Black	-	-	-	--
Hispanic	41	41.5	64.6	NO
American Indian	-	-	-	--
Asian	31	70.9	70.9	YES
Two or More Races	-	-	-	--
Students with Disability	41	63.4	69.2	YES*
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	61	42.6	62.6	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

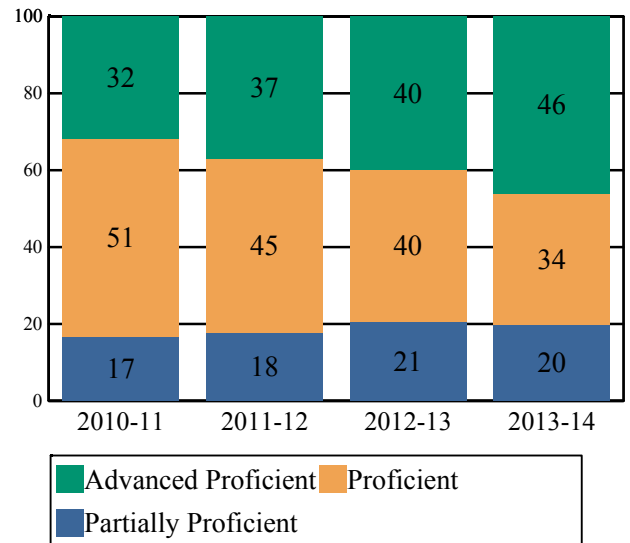
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	213	80.3	87.4	NO
White	125	87.2	90	YES*
Black	-	-		--
Hispanic	41	63.5	84.3	NO
American Indian	-	-		--
Asian	31	90.3	85.5	YES
Two or More Races	-	-		--
Students with Disability	41	68.3	90	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	61	65.5	82.7	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	69%	27%
White	5%	79%	16%
Black	-	-	-
Hispanic	0%	32%	68%
American Indian	-	-	-
Asian	7%	93%	0%
Two or More Races	-	-	-
Students with Disability	5%	65%	30%
Limited English Proficient Students	0%	18%	82%
Economically Disadvantaged Students	0%	50%	50%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 04

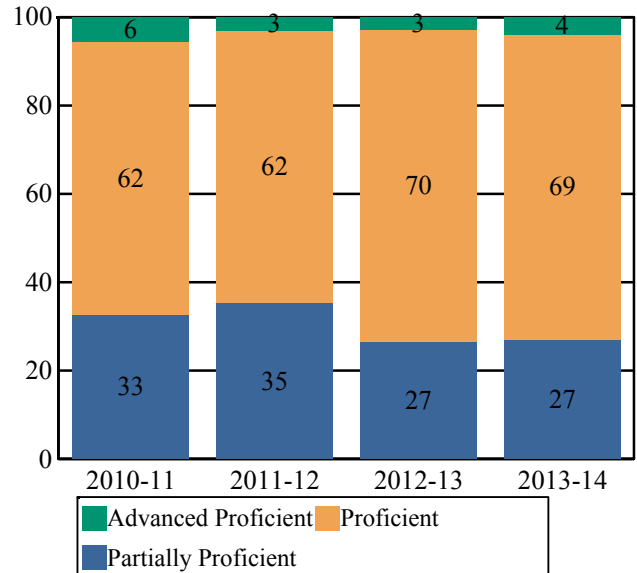
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	69%	30%
White	1%	84%	15%
Black	-	-	-
Hispanic	0%	53%	47%
American Indian	-	-	-
Asian	0%	44%	56%
Two or More Races	-	-	-
Students with Disability	0%	57%	43%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	34%	66%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

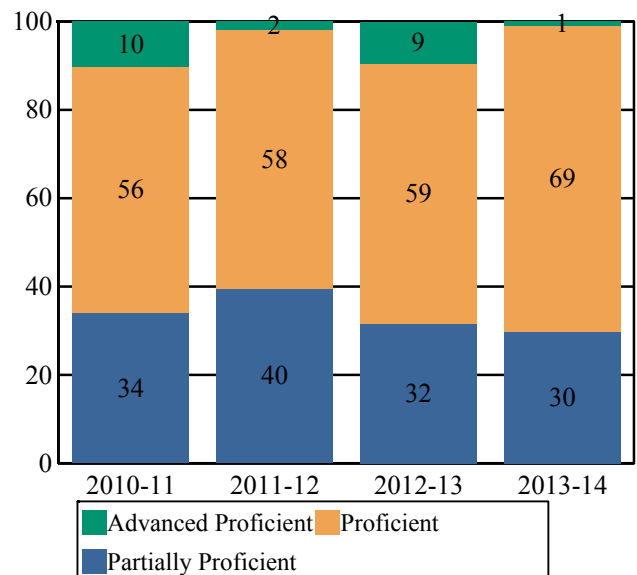
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





# State of New Jersey

2013-14

25-3810-080

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### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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#### Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	47%	30%	23%
White	63%	25%	12%
Black	-	-	-
Hispanic	18%	27%	55%
American Indian	-	-	-
Asian	47%	53%	0%
Two or More Races	-	-	-
Students with Disability	40%	25%	35%
Limited English Proficient Students	9%	18%	73%
Economically Disadvantaged Students	22%	38%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 04

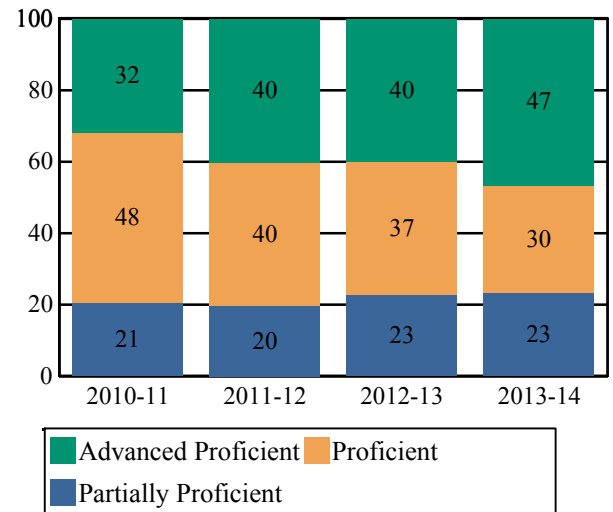
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	45%	38%	16%
White	56%	31%	13%
Black	-	-	-
Hispanic	26%	58%	16%
American Indian	-	-	-
Asian	38%	44%	19%
Two or More Races	-	-	-
Students with Disability	38%	33%	29%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	14%	59%	28%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

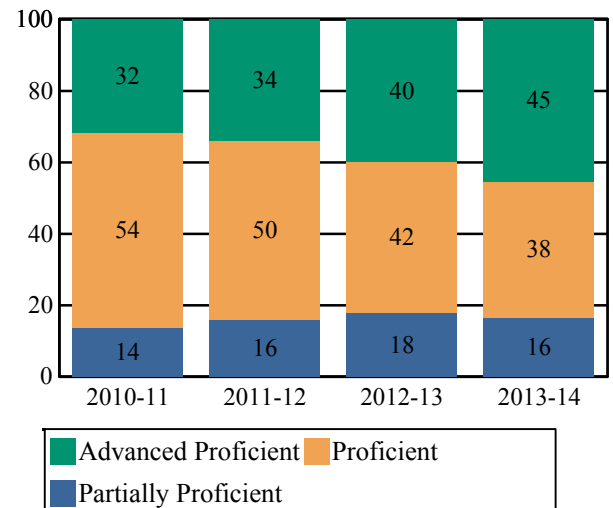
#### NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

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#### Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

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#### Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



### ACADEMIC ACHIEVEMENT

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#### NJASK Results - Science Grade Level - 04

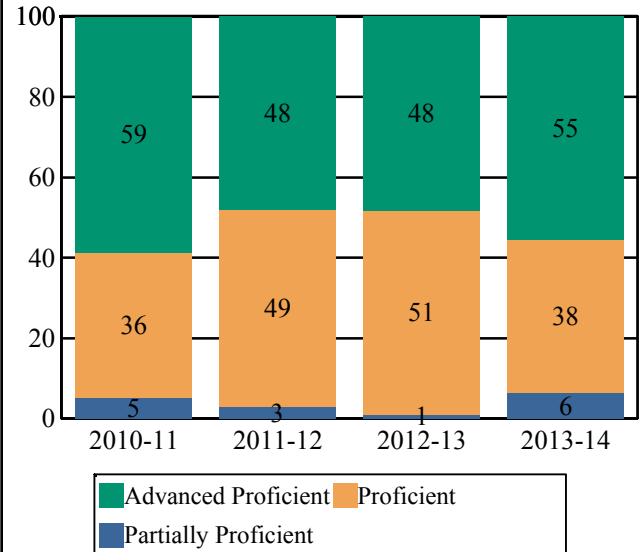
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	55%	38%	6%
White	63%	29%	7%
Black	-	-	-
Hispanic	47%	42%	11%
American Indian	-	-	-
Asian	50%	50%	0%
Two or More Races	-	-	-
Students with Disability	43%	43%	14%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	28%	62%	10%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

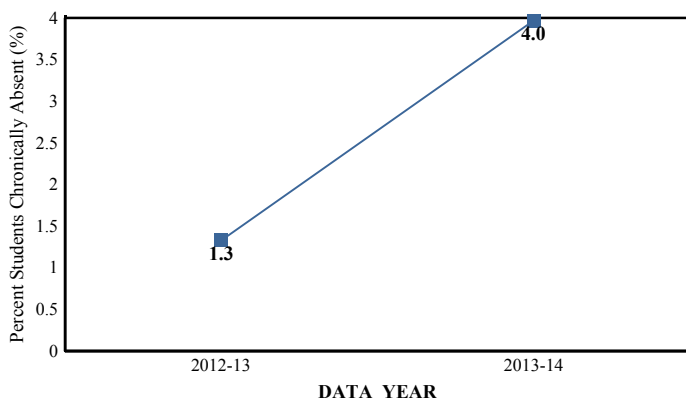
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	4%	74	72	6%	YES
Summary					100%

**Chronic Absenteeism** - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

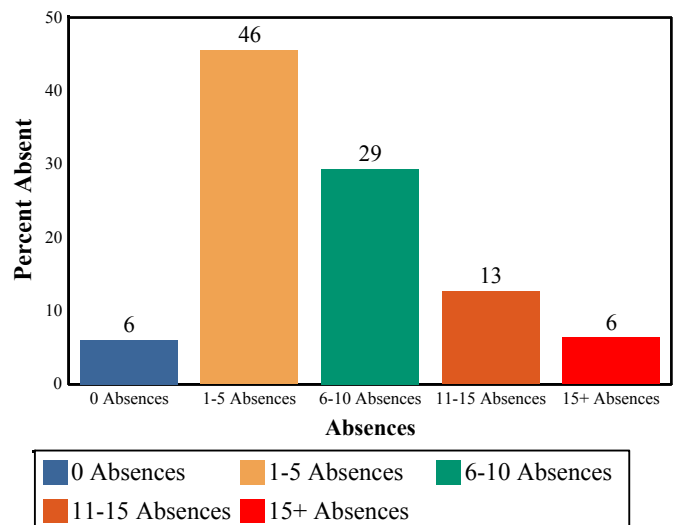
### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	29	34	35	YES
Student Growth on Math	64	83	86	35	YES
		56	60		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	20%	6%	1%
Proficient	19%	26%	28%
Advanced Proficient	0%	0%	1%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	6%	6%	4%
Proficient	5%	16%	16%
Advanced Proficient	7%	11%	29%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

#### Grade Level - 03

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	258	300
75th	221	221
50th	207	207
25th	194	188
0th	152	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	33

#### Grade Level - 03

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	274	268
50th	237	229
25th	197	200
0th	128	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	77	68

#### Grade Level - 04

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	237	300
75th	219	219
50th	205	202
25th	192	186
0th	157	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	33

#### Grade Level - 04

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	270	264
50th	244	228
25th	211	195
0th	156	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	69

### SCHOOL CLIMATE

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WAYSIDE ELEMENTARY SCHOOL

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#### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 30 Mins.

#### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	1.0%

#### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	6 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

#### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

#### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	11
Administrators	620

**SCHOOL PEER GROUP****WAYSIDE ELEMENTARY SCHOOL****25-3810-080**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	EAST RUTHERFORD BORO	MCKENZIE SCHOOL	03-1230-080 PK-04		31.4%	11.0%	12.4%
BERGEN	LYNDHURST TWP	WASHINGTON SCHOOL	03-2860-120 PK-03		30.6%	3.7%	15.4%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110 KG-04		38.8%	6.0%	20.9%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036 05-06		34.6%	0.7%	25.0%
CAMDEN	CHERRY HILL TWP	JAMES JOHNSON ELEMENTARY SCHOOL	07-0800-085 KG-05		31.3%	8.5%	17.1%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105 KG-05		35.5%	8.3%	16.8%
CAMDEN	RUNNEMEDE BORO	ALINE BINGHAM ELEMENTARY SCHOOL	07-4590-020 PK-03		34.0%	2.6%	20.1%
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120 02-06		33.3%	0.0%	23.6%
HUDSON	JERSEY CITY	CORNELIA F. BRADFORD SCHOOL	17-2390-340 PK-05		33.7%	16.9%	5.7%
HUDSON	JERSEY CITY	FRANK R CONWELL SCHOOL	17-2390-100 PK-05		61.0%	29.9%	11.9%
HUNTERDON	FLEMINGTON-RARITAN REG	FRANCIS A. DESMARES ELEMENTARY SCHOOL	19-1510-035 KG-04		30.1%	15.0%	8.1%
HUNTERDON	LAMBERTVILLE CITY	LAMBERTVILLE PUBLIC SCHOOL	19-2530-050 PK-06		30.5%	8.0%	15.9%
MERCER	EAST WINDSOR REGIONAL	ETHEL MCKNIGHT ELEMENTARY SCHOOL	21-1245-055 KG-05		39.5%	21.3%	8.9%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060 PK-05		43.1%	19.5%	8.3%
MERCER	EAST WINDSOR REGIONAL	PERRY L. DREW ELEMENTARY SCHOOL	21-1245-075 KG-05		36.0%	12.6%	13.8%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080 KG-03		30.6%	7.8%	10.7%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105 KG-05		35.8%	13.0%	9.9%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120 KG-05		43.1%	14.2%	15.0%
MIDDLESEX	WOODBRIIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150 KG-05		36.0%	0.2%	29.2%
MONMOUTH	HOWELL TWP	ARDENA ELEMENTARY SCHOOL	25-2290-010 KG-05		38.9%	16.8%	13.3%
MONMOUTH	OCEAN TWP	WAYSIDE ELEMENTARY SCHOOL	25-3810-080 PK-04		32.6%	14.7%	14.3%
MONMOUTH	WALL TWP	WEST BELMAR ELEMENTARY SCHOOL	25-5420-080 KG-05		34.4%	11.8%	20.3%
MORRIS	MORRIS SCHOOL DISTRICT	ALEXANDER HAMILTON	27-3385-060 03-05		35.8%	7.3%	21.5%
MORRIS	MORRIS SCHOOL DISTRICT	NORMANDY PARK SCHOOL	27-3385-100 KG-05		37.6%	16.8%	11.9%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105 03-05		34.4%	5.2%	18.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	KNOLLWOOD ELEMENTARY SCHOOL	27-3950-065 KG-05		32.1%	19.4%	7.0%
OCEAN	EAGLESWOOD TWP	EAGLESWOOD ELEMENTARY SCHOOL	29-1150-020 PK-06		39.0%	3.6%	24.6%
OCEAN	LACEY TWP	MILL POND ELEMENTARY SCHOOL	29-2480-055 05-06		33.4%	0.0%	24.4%
UNION	ROSELLE PARK BORO	ERNEST J. FINIZIO JR. - ALDENE SCHOOL	39-4550-060 PK-05		33.8%	13.5%	13.9%
UNION	ROSELLE PARK BORO	ROBERT GORDON ELEMENTARY SCHOOL	39-4550-080 KG-05		44.9%	13.3%	18.6%
UNION	SUMMIT CITY	JEFFERSON ELEMENTARY SCHOOL	39-5090-090 01-05		36.4%	13.8%	15.6%